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14. ABSTRACT

This study is one component of the Special Operations Forces (SOF) Language and Culture Needs Assessment Project. The larger study consisted of 23 focus groups conducted across the SOF community and an issue-oriented web-based survey. This report examined SOF leaders' perceptions of whether or not they have enough language training resources available for their operators to develop and maintain language proficiency. Additionally, this study described the resources SOF leaders reported needing that are not currently available at their units. Survey results indicated that 57% of SOF leaders do not have enough resources available for their operators to develop and maintain language proficiency. SOF leaders reported the most frequently needed resources include language training time, immersion training, instructors, and funding. Detailed findings and recommendations are available in the report.

15. SUBJECT TERMS

leader, SOF, language training resources, resource availability, needs assessment

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Special Operations Forces Language and Culture Needs Assessment: Leader Perspectives on Resources

EXECUTIVE SUMMARY

Foreign language proficiency is important for mission success in the Special Operations Forces (SOF) community.[1] One of the first steps to ensuring that foreign language proficiency goals can be met is to confirm that the proper resources are available for SOF operators to develop and maintain language proficiency. Lack of proper resources can hinder SOF operators' foreign language acquisition and maintenance. SOF leaders have an important role to provide the language training resources that SOF operators need.[2] This report focuses on SOF leaders' perceptions of whether or not they have enough resources available for their operators to develop and maintain their language proficiency. Additionally, this report describes the resources SOF leaders across the SOF community would need that are not currently available at their unit, so that the United States Special Operations Command (USSOCOM) can use this information to become better informed, and to the extent feasible, provide those resources to SOF personnel.

Of the SOF leaders who responded to the *2009 SOF Language and Culture Needs Assessment* (LCNA) survey, most (57%) indicated there are *not* enough resources for their operators to develop and maintain their language proficiency. Specifically, SOF leaders in 19th and 20th Special Forces Groups (SFGs) were the most likely to report needing language resources, while leaders in 7th SFG were the least. Of those SOF leaders who reported needing more resources, the most frequently reported resources needed were language training time, immersion training, instructors, and funding.

> *"Time is the biggest resource needed."*
>
> SOF Leader, United States Special Operations Command
> Headquarters (USASOC HQ)

This need for additional resources is similar to the one identified in the *Component and Command Language Program Managers' (CLPM) Perspectives* report (Technical Report #2010011026), where 50% of CLPMs also reported not having sufficient resources to maintain their units' language proficiency. Specifically, the CLPMs' most commonly reported resource need was more language training time.

> *"Time is the most critically short resource."*
>
> SOF Leader, Deployed SO Unit

To help rectify the perceived lack of resources, SOFLO may want to consider providing the requested resources to the SOF leaders when possible. SOF leaders can then pass these resources on to their operators, helping develop and maintain language proficiency. Certain resources, however, may not be feasible to provide. For instance, "time" was indicated as the number one resource needed by SOF leadership. Unfortunately, time cannot be manufactured and provided to the units. Additionally, the lack of time for training is attributed to the increase in deployment frequency. This, however, is also is an

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[1] See *Inside AOR Use of Language* (Technical Report #2010011010) and *Outside AOR Use of Language* (Technical Report #2010011011) for more information.

[2] See *Leader Perspectives on the Prevalence of Language Issues and the Importance of Language and Culture for Mission Planning* (Technical Report #2010011025) for more information.

uncontrollable circumstance. Therefore, a better strategy to address the lack of time issue may be needed for SOFLO to emphasize to the SOF leaders the importance of protecting SOF operators' time.

Additionally, many of the resources that SOF leaders need may already be available, and leaders are simply unaware of them. As such, SOFLO may want to consider implementing a marketing strategy to inform leaders about both resource availability and the procedure for requesting resources for their unit.

Overall, this report describes the findings related to *Leader Perspectives on Available Language and Culture Training Resources*. Findings from this report may be incorporated into other reports as part of a larger project titled, *2009 SOF LCNA*. Appendix A provides additional details about the SOF LCNA Project. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

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SECTION I: REPORT AND PROJECT OVERVIEW

Leader Perspectives on Available Language and Culture Training Resources **Report Purpose**

This report describes whether Special Operations Forces (SOF) leaders believe their units have enough resources for their operators to develop and maintain language proficiency. Additionally, this report outlines what resources are needed if current needs are not being met. The United States Special Operations Command (USSOCOM), in general, and the Special Operations Forces Language Office (SOFLO), specifically, can use this information to become better informed about the resources SOF leaders perceive their units and operators need and, to the extent feasible, address the SOF leaders' needs for additional resources so that SOF operators have the optimum tools for developing and maintaining language proficiency.

Both qualitative and quantitative findings presented in this report provide SOF leaders' perspectives on available language and culture resources for their unit. Section II of this report provides findings related to the availability of language resources and summarizes the resources leaders report needing across and within organizational levels. Section III concludes the report by describing the main findings from Section II and providing suggestions for future steps. Appendix A provides the report structure for the Language and Culture Needs Assessment (LCNA) project. Appendix B provides a detailed account of the participants, measures, and analysis. Appendix C through E provides the detailed responses from both the quantitative and qualitative information provided in this report, including frequencies and content code definitions.

LCNA Project Purpose

The SOFLO commissioned the *2009 SOF LCNA Project* to gain insights on language and culture capability and issues across the USSOCOM. The goal of this organizational-level needs assessment is to inform strategy and policy to ensure SOF personnel have the language and culture skills needed to conduct their missions effectively. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Findings, gathered via focus groups and a web-based survey, will be presented in a series of reports divided into three tiers. *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. Two foundational reports document the methodology and participants associated with this project. Report topics were determined by the SOFLO.

Relationship of *Leader Perspectives on Available Language and Culture Training Resources* to the LCNA Project

Leader Perspectives on Available Language and Culture Training Resources is a *Tier I* Report. The findings from this report may be cited by *Tier II* or *Tier III* reports (see Appendix A for planned report structure). The final reports produced are subject to change and will be determined by the SOFLO.

SECTION II: AVAILABLE RESOURCES

In order to support language proficiency acquisition and maintenance in their units, SOF leaders need to have access to the necessary language training resources, which SOF leaders can then provide to SOF operators. This section summarizes SOF leaders' perceptions of whether or not they have enough resources available for their operators to develop and maintain their language proficiency. In addition, for SOF leaders who reported inadequate resources, this section documents the type of resources they reported needing.

Research Questions

This section addresses the following questions:
- Do SOF leaders have enough resources available for their operators to develop and maintain their language proficiency?
- Are there group differences in terms of resources needed?
- What resources would SOF leaders like to have that are currently not available at their unit?

Main Findings

More than half (57%) of SOF leaders reported that they do *not* have enough resources for their operators to develop and maintain language proficiency. In addition, some of the groups differed in their response. For instance, commanders and staff officers (among leader types) and Civil Affairs (CA) leaders (among Army SOF types) said "No" more frequently than did other leader types and Army SOF types, respectively. Also, of note, leaders from 19th and 20th Special Forces Groups (SFG) were more likely to report lacking resources. 7th SFG was the least likely to report needing resources. To further investigate the lack of resources, SOF leaders were provided an opportunity to comment on the type of resources that were lacking. Qualitative analysis revealed 23 different types of resources that SOF leaders needed. The five most frequently needed resources were time, language training, immersion, instructors, and funding.

Detailed Findings

Resource Availability

Most SOF leaders (57%) reported not having enough resources for language learning and maintenance (Figure 1, p. 8). Similar findings are presented in the *Component and Command Language Program Managers' (CLPM) Perspectives* report (Technical Report #2010011026), where 50% of CLPMs also indicated not having enough resources for language training.

Figure 1. Adequate Resource Availability for Language Proficiency – All SOF Leaders
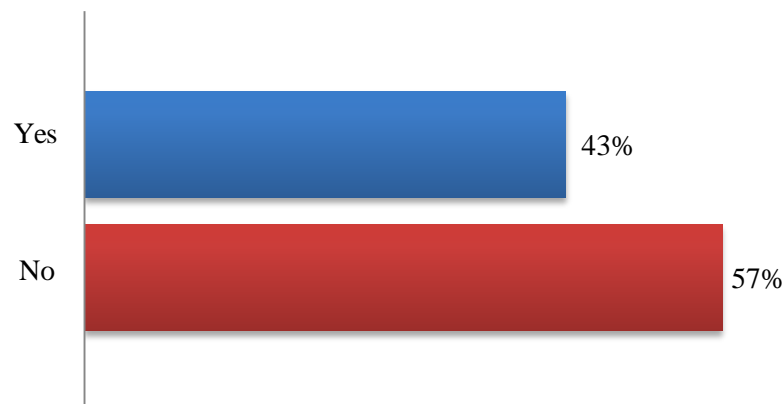
Note. This figure includes all SOF leaders (*n*) = 835.

Additional analyses revealed several subgroup differences. First, commanders (56%) and staff officers (63%) more frequently reported not having enough resources compared to Senior Warrant Officer Advisors (SWOAs) and Senior Enlisted Advisors (SEAs; 41%; Figure 2, p. 8).

*Figure 2*. Adequate Resource Availability for Language Proficiency – SOF Leader Type
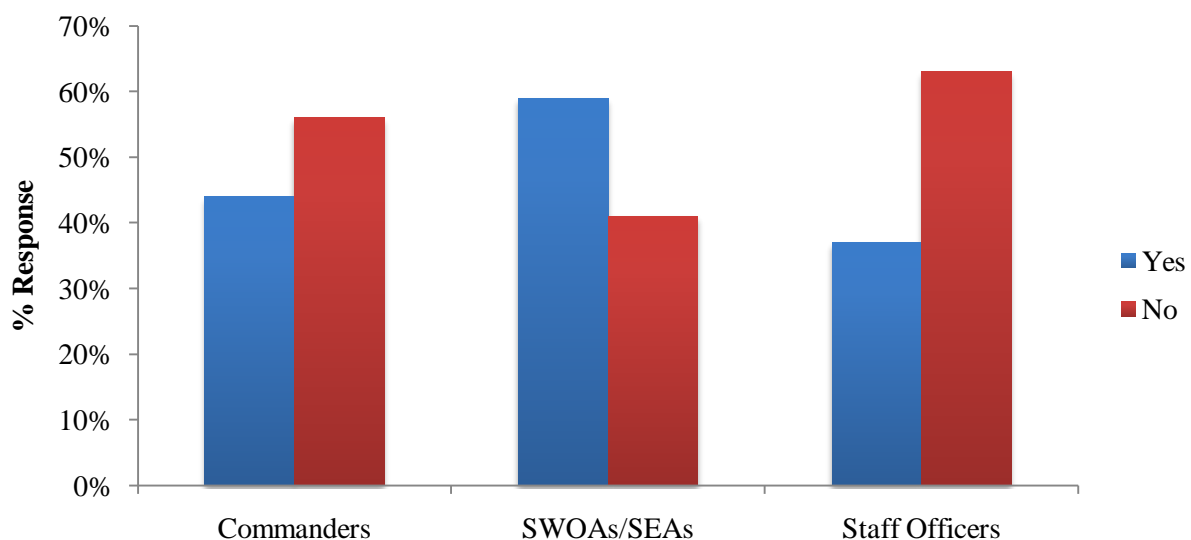
Note. This figure includes SOF Commanders (*n*) = 338, SWOA/SEA (*n*) = 111, and Staff Officers (*n*) = 386.

Second, by Army SOF type, CA leaders (68%) more frequently reported not having enough resources, as compared to Military Information Support Group[3] (MISG; 45%) and Special Forces (SF; 52%) leaders (Figure 3, p. 9).

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[3] Formerly referred to as Psychological Operations (PSYOP)

Figure 3. Adequate Resource Availability for Language Proficiency – Army SOF type
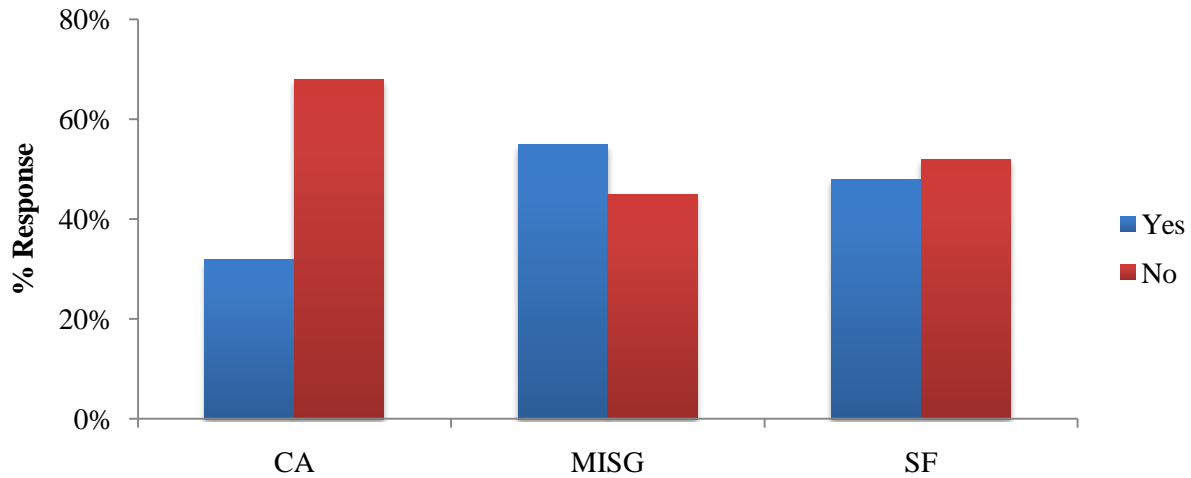
Note. This figure includes SOF leaders from CA (*n*) = 65, MISG (*n*) = 101, and SF (*n*) = 266.

Additionally, there were several differences across United States Army Special Operations Command (USASOC) organizations (Figure 4, p. 9). For example, more 95th Civil Affairs Brigade (CA Bde) leaders (68%) reported not having enough resources than SOF leaders from 1st Special Forces Group (SFG; 49%), 5th SFG (48%), and 7th SFG (36%). The 19th and 20th SFG leaders were the most likely to report lacking resources. The 7th SFG leaders were *least* likely to report lacking resources, in other words, most likely to report having the resources they need. See Appendix C, Tables 1 and 2 (p. 21) for more specific details.

Figure 4. SOF Leaders Who Reported Not Having Enough Resources – USASOC Organizations
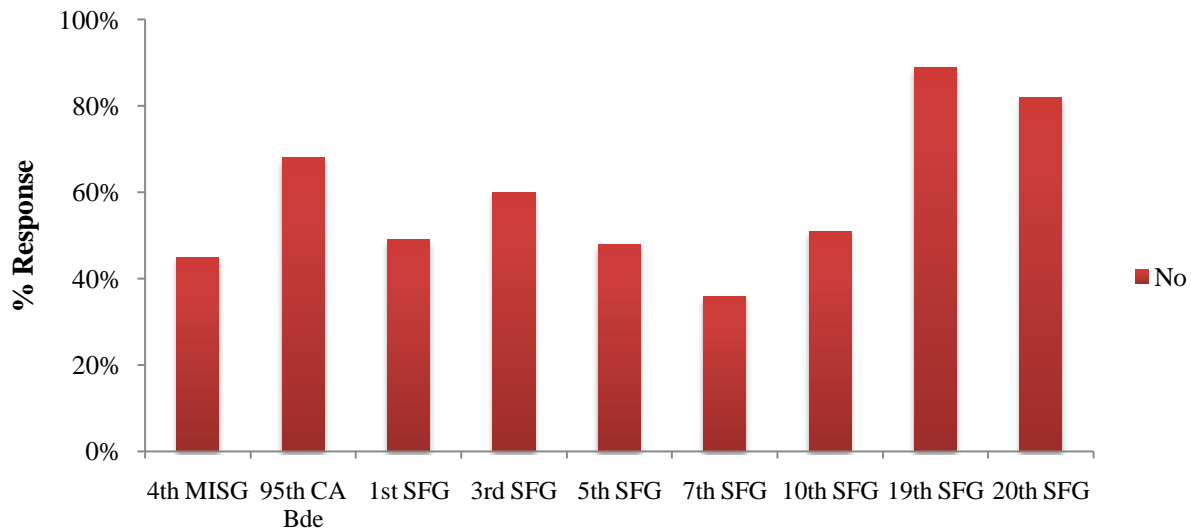
Note. This figure includes SOF leaders from 4th MISG (*n*) = 101; 95th CA Bde (*n*) = 65, 1st SFG (*n*) = 43, 3rd SFG (*n*) = 48, 5th SFG (*n*) = 73, 7th SFG (*n*) = 33, 10th SFG (*n*) = 41, 19th SFG (*n*) = 9, and 20th SFG (*n*) = 11.

Additional Resources Needed

SOF leaders who reported that their units do not receive adequate resources were provided an opportunity to indicate what additional resources were needed. Of the 477 SOF leaders who indicated that resources were inadequate, 72% provided a description of additional resources needed. Overall, these SOF leaders reported 21 different types of resources that were lacking (Figure 5, p. 10). The five most commonly reported types of resources were time and language training (29.5%), immersion (9.8%), instructors (8.6%), and funding (7.5%).

Figure 5. Types of Needed Resources – All SOF Leaders
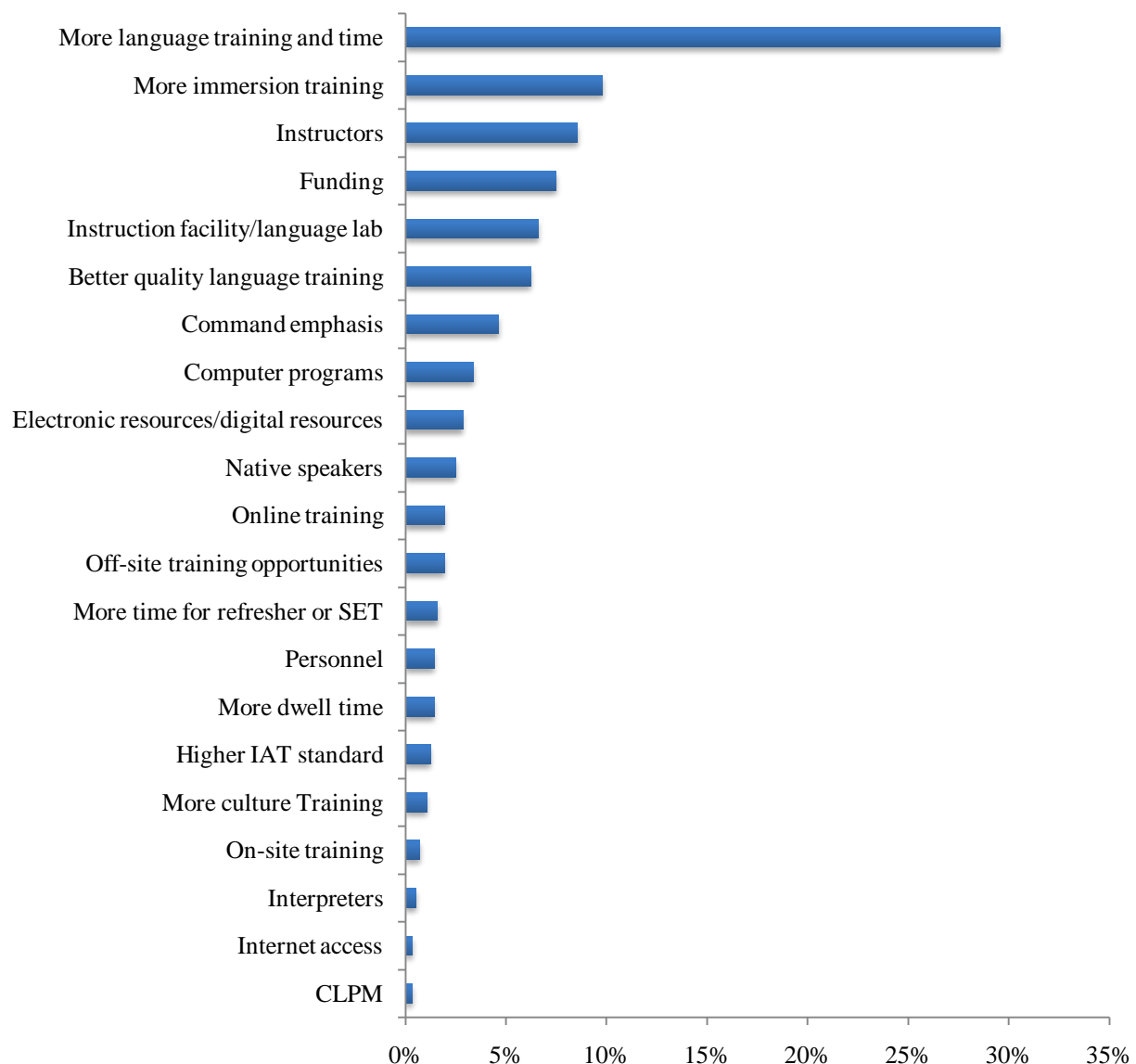
Note. The total number (*n*) of comment themes = 561. Some respondents mentioned multiple comment themes and, therefore, the total number of codes assigned may be greater than the total number of SOF leaders who responded. SET = Sustainment and Enhancement Training. IAT = Initial Acquisition Training. CLPM = Command/Component Language Program Manager. Definitions of content codes and examples are found in Appendix D. Frequencies for resources needed by SOF leader type, SOF component, and Army SOF type are provided in Appendix E.

More Language Training and Time. SOF leaders identified that time (more specifically, needing more time for language training) was the most commonly needed resource. Comparing SOF organizations, needing more time was one of the most frequently mentioned resources by SOF leaders at USASOC, Naval Special Warfare Command (WARCOM),[4] Marine Corps Special Operations Command (MARSOC), Deployed SO Units, and USSOCOM headquarters (HQ; Appendix E for response frequencies for these groups, p. 26). The findings in *more time for refresher or SET* are very similar, except focused solely on existing sustainment and enhancement training.

SOF leaders provided different reasons for suggesting the need for more time to accomplish language-related goals. Common reasons for needing time included:

- Current demands of frequent deployments and Operations Tempo (OPTEMPO).
  "*Time is the most critical resource. Operators assigned to SWCS have had multiple deployments and try to return to balanced lifestyles while meeting their military obligations. Language training is far from their minds.*"
    SOF Leader, United States Army John F. Kennedy Special Warfare Center and School
                       (USAJFKSWCS) Staff

- Language proficiency takes more time to acquire and maintain than is provided.
  "*Time; it takes time to develop a language skill and time to maintain it. 2 hours a day, 1 day a week is not enough.*"
                       SOF Leader, 4th MISG

- Competing training requirements.
  "*The collective requirements along with all the tasking requirements that our force must meet today do not allow for their individual requirement to be fulfilled based on the 9-5 time frame.*"
                       SOF Leader, 7th SFG

Immersion Training. SOF leaders identified immersion training as the second most needed resource. Specifically, immersion training was highly recommended among SOF leaders at USASOC, USSOCOM HQ, and Theater Special Operations Command (TSOC), but was also mentioned by other SOF organizations (Appendix E for response frequencies for these groups, p. 26).[5]

SOF leaders commonly described immersion as the preferred method for training and indicated that funding should be increased to support more frequent immersion opportunities.

> "*Immersion training is the most practical way to learn any language. This needs to become priority for CA units to maintain proficiency.*"
>   SOF Leader, 95th CA Bde

---

[4] Due to small samples sizes from WARCOM, MARSOC, AFSOC, and JSOC, statements and generalizations made about these organizations from this data are cautioned.
[5] More information about leader perspectives on immersion training can be found in the *Immersion Training* report (Technical Report #2010011020).

Instructors. Instructor availability or accessibility was the third most frequently mentioned resource by SOF leaders. Overall, instructor resource suggestions were made frequently among personnel at USSOCOM HQ, MARSOC, Air Force Special Operations Command (AFSOC), Joint Special Operations Command (JSOC), and also several other SOF organizations (Appendix E for response frequencies for these groups, p. 26).

> *"A few more instructors to aid the teacher to student ratio; less students per teacher aids in learning"*
>
> <div align="right">SOF Leader, USASOC HQ</div>

Some SOF leaders provided more specific reasons about why instructor access was an issue. SOF leaders indicated that instructors are not provided for every language and that instructors are not available when SOF personnel can use them.

> *"For those who receive pay in a primary language like mine (Polish) I'd like the possibility of an instructor to be hired to support that language."*
>
> <div align="right">SOF Leader, 10th SFG</div>

> *"Need instructors available at odd hours so that our operators requiring the training may have access."*
>
> <div align="right">SOF Leader, 7th SFG</div>

Another type of comment provided by SOF leaders regarding instructors was that instructors need to change their focus from maintaining language proficiency to raising proficiency.

> *"Instructors geared to raising proficiency to 2/2/2 rather than maintaining 1/1/1."*
>
> <div align="right">SOF Leader, 3rd SFG</div>

Funding. The fourth most commonly needed resource mentioned by SOF leaders was funding. SOF leaders often commented that increasing the funding would allow for more resources and training opportunities. Although funding was also an issue mentioned by SOF leaders at many different SOF organizations, the highest percentages of comments regarding funding within a SOF organization were from JSOC and TSOC.

> *"Additional funding for immersion training, target-language Television or Radio broadcasts, [and] additional instructors for outside-AOR languages."*
>
> <div align="right">SOF Leader, 3rd SFG</div>

> *"I would like to see funding increased or at least made available to us for language training, immersion, etc."*
>
> <div align="right">SOF Leader, 20th SFG</div>

Additional Training Changes. In addition to time, immersion, instructor and funding changes, comments also often contained suggestions for language training improvements to their current language training

programs. Some of the specific ideas provided by SOF leaders were for increased language-training opportunities and for lengthening or improving the current initial language training:

- Making language training a part of everyday training.

> *"Language training needs to part of everyday SF culture"*
>
> SOF Leader, 3rd SFG

- Lengthening initial language training so SOF personnel are more proficient when they arrive at the unit.

> *"Most SF attain 0+ 0+ and arrive at unit. Language training at the school house needs to be improved and or lengthened."*
>
> SOF Leader, 3rd SFG

Other frequently reported issues with resources were:

- Instruction facility/language lab.

> *"We need a language lab."*
> SOF Leader, TSOC

> *"…dedicated, fully funded and resourced battalion-level language labs"*
> SOF Leader, 95th CA Bde

- Command emphasis.

> *"the fact is: language is not a Commander's Priority, we are not evaluated and ranked on our solder's ability to speak the language"*
>
> SOF Leader, 5th SFG

> *"if commander's don't make it a priority, no SOCOM memo will matter; therefore, the SOCOM commander all the way down needs to clearly identify their commander's intent with relation to language/culture"*
>
> SOF Leader, USAJFKSWCS Staff

Finally, many of the comments, such as ones coded as *computer programs, electronic resources/digital resources,* and *online training*, can be addressed with existing resources. This suggests that SOF leaders may be unaware of some of the resources that already exist. As a result, SOFLO should implement more marketing of available materials.

SECTION III: CONCLUSION

Considering the importance of foreign language proficiency to mission success,[6] this study investigated one of the most important aspects in achieving an effective Command Language Program: the availability of training resources. Specifically, this report examined SOF leader perceptions regarding whether or not enough resources are available for SOF operators in their units to develop and maintain their language proficiency. Further, this report investigated additional resources perceived by SOF leaders to be needed for effective language training.

According to survey responses, most SOF leaders (57%) reported they did not have enough resources available for their operators to develop and maintain language proficiency. SOF leaders in 19th SFG and 20th SFG were the most likely to report needing language resources, while leaders in 7th SFG were the least. Although there were some differences across the groups in terms of which specific resources are needed, overall the most commonly needed resources were language training time, immersion training, instructors, and funding.

> *"Time is the resource we have the least amount of control over."*
>
> SOF Leader, 5th SFG

> *"More funding for language immersion training"*
>
> SOF Leader, 7th SFG

To the extent possible, the SOFLO may want to consider providing the requested resources to the SOF leaders. Once the SOF leaders have the needed resources, they can pass them on to their operators, helping their operators develop and maintain language proficiency. It should be noted, however, that certain resources (e.g., time) may not be feasible to provide. For instance, while findings indicated that the number one resource needed by SOF leadership was time, time cannot be manufactured. Often the lack of time for training at the unit is attributed to the increase in frequency of deployments. This, however, is also is an uncontrollable circumstance. Therefore, a better strategy to attack the lack of time issue may be for SOFLO to emphasize to the SOF leaders the importance of protecting SOF operators' time.

> *"Time, time is the greatest resource that is not available. The military is completely bogged it's self down with administrational systems that occupy the majority of the operators time. Language is not a priority, although language is clearly the corner stone of operations."*
>
> SOF Leader, 7th SFG

SOF leaders can mandate that the training be completed and protect SOF operators from other conflicting requirements that shorten operator time for language training. Moreover, other concrete resources such as books, software, instructors, and funding may be available to the SOF leaders. Many times, however, the SOF leaders may not be aware of resources already available to them. In such a case, the SOFLO may

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[6] See *Inside AOR Use of Language* (Technical Report #2010011010) and *Outside AOR Use of Language* (Technical Report #2010011011) for more information.

want to consider implement a marketing strategy to make SOF leaders aware of the availability of resources (such as online and computer programs) and explain to them the procedure for requesting the resources. Specifically, a command language program brief provided to new unit leaders could help ensure understanding of language policy (e.g., USSOCOM M 350-8, 2009) and provide an opportunity to explain the details about resource requests and availability.

Overall, this report is limited in that it only examined the information from the SOF leader perspective. Findings from other reports in this project, *2009 SOF LCNA Project,* such as *Language Resources and Self-Study* (Technical Report #2010011016) will provide SOF operator regarding language resource issues and present recommendations that are more descriptive and comprehensive related to achieving language-related skills for mission success.

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ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis upon which to make evidence-based decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website (www.swa-consulting.com) or contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Stephen J. Ward (sward@swa-consulting.com).

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APPENDIX A: ABOUT THE LCNA PROJECT

In 2003-2004, the Special Operations Forces Language Office (SOFLO) sponsored the *SOF Language Transformation Strategy Needs Assessment Project* to inform the development of a language transformation strategy in response to a GAO report (2003). This *SOF Language Transformation Strategy Needs Assessment Project* collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and provided the SOFLO with valid data to develop a comprehensive language transformation strategy and advocate for the SOF perspective on language issues within the DoD community.

In a continuing effort to update knowledge of language and culture needs while informing strategic plan development, the SOFLO commissioned the *2009 SOF Language and Culture Needs Assessment Project* (LCNA) to reassess the language and culture landscape across the United States Special Operations Command (USSOCOM) and develop a strategy for the next five years. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Twenty-three focus groups were conducted between March and June, 2009. A comprehensive, web-based survey for SOF operators and leaders was launched on 26 October and closed on 24 November, 2009.

This project's findings will be disseminated through reports and briefings (see Appendix A, Figure 1). Two foundational reports document the methodology and participants associated with this project. The remaining reports are organized in three tiers. Twenty-five *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment)* while including additional data and analysis on the topic. Most, but not all, *Tier I* reports will roll into *Tier II* reports. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. All Tier III reports are associated with a briefing. Report topics are determined by the SOFLO and subject to change.

In June, 2009, the GAO reported that the Department of Defense is making progress toward transforming language and regional proficiency capabilities but still does not have a strategic plan in place to continue development that includes actionable goals and objectives. The findings from this study can be used by the SOFLO and leaders at USSOCOM to continue strategic planning and development in this area.

This project design, logistics, data collection, initial analysis and first eight reports of this project were conducted by SWA Consulting Inc. (SWA) under a subcontract with SRC (SR20080668 (K142); Prime # N65236-08-D-6805). The additional reports are funded under a separate contracting vehicle with Gemini Industries Inc. [GEM02-ALMBOS-0018 (10210SWA-1); Prime # USZA22-02-D-0015]. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

Appendix A, Figure 1. Report Overview

Foundation Reports

1. Methodology Report
2. Participation Report

Tier I Reports First Contract

3. Reactions to Admiral Olson's Memo
4. Training Emphasis: Language and Culture
5. Command Support: Grading the Chain of Command
6. SOFLO Support
7. Inside/Outside AOR Use of Cultural Knowledge
8. Language Composition of SOF Tactical Elements

Tier I Reports Second Contract

9. Inside AOR Use of Language
10. Outside AOR Use of Language
11. Mission-Specific Use of Interpreters
12. General Use of Interpreters
13. 09L Use in the Special Operations Forces Community
14. DLPT
15. OPI
16. DLAB: Perspectives from the Field
17. Initial Acquisition Training
18. Sustainment/Enhancement Training
19. Culture Awareness and Knowledge Training
20. Immersion Training
21. Language Resources & Self-Study
22. Foreign Language Proficiency Bonus
23. Non-monetary Incentives
24. Considering Language in the Promotion Process
25. Barriers to Language Acquisition and Maintenance
26. Force Motivation for Language
27. Leader Perspectives on Language Issues
28. Leader Perspectives on Language Resources
29. CLPM Perspectives

Tier II Reports Second Contract

30. Use of Language and Culture on Deployment
31. Use of Interpreters
32. Tactical Element Composition and Capability
33. Testing/Metrics
34. Current State of Language and Culture Training
35. Language Training Guidance
36. Culture Training Guidance
37. Incentives/Barriers

Tier III Reports Second Contract

38. Overall Picture: Conclusions and Recommendations
39. AFSOC
40. MARSOC
41. WARCOM
42. SF Command
43. CA
44. MISG
45. Seminar Briefing(s)

Note: Foundation reports are referenced by every other report. Colors represent Tier I reports that roll (integrate) into an associated Tier II report. Reports in black are final reports on the topic but may be cited by other reports. Tier II reports roll into the Tier III reports. All Tier III reports include an associated briefing.

APPENDIX B: METHODOLOGY

Participants

Respondents who reported their role in the SOF community as "SOF Unit Commanders and Unit Leadership of O3 Commands or higher, including Staff, Support, and Specialists" were classified as SOF leaders and received items developed specifically for them. This group includes commanders, senior warrant officer advisors (SWOAs)/senior enlisted advisors (SEAs), and staff officers (i.e., Officers, Warrant Officers [WO], Non-Commissioned Officer [NCO]). Of the 1,236 SOF unit leaders who started the survey, 837 (68%) answered the first item presented in this section. For further details on participation and attrition rates across survey topic areas, please refer to the *Participation Report* (Technical Report #2010011003).

The following groups were examined for differences:
- Leader Type (i.e., Commanders, SWOA/SEAs, staff officers)
- SOF Components (i.e., AFSOC, MARSOC, USASOC, WARCOM)
- Army SOF Type (CA, SF, and MISG)
  USASOC units

Measures

Respondents were asked, "Do you have enough resources available for your operators to develop and maintain their language proficiency?" Responses were closed-ended, with response options consisting of *Yes* and *No*. If the respondent answered "No," then an open-ended question was asked to gauge what materials the leader would like to see in their units. Of the 477 SOF leaders who reported they did not have enough resources, 72% reported the resources they need.

Analysis

Closed-Ended Items
All closed-ended item responses were analyzed using descriptive statistics. For each item, the frequencies for each set of response options are presented.

Open-Ended Comments
Analyses employed to analyze the open-ended comments is consistent with the coding process outlined in the *Methodology Report* (Technical Report #2010011002), except for one change. For this report, 30% of the comments were double-coded. Specifically, one coder coded 100% of the comments and the second coder coded 30% of the comments to ensure quality.

APPENDIX C: RESOURCE AVAILABILITY FREQUENCY TABLES

Appendix C, Table 1. Adequate Resource Availability for Language Proficiency by SOF Organization

Group	*n*	Yes	No
All SOF Leaders	835	43%	57%
AFSOC	9	33%	67%
WARCOM	11	36%	64%
MARSOC	23	43%	57%
USASOC	510	47%	53%
USSOCOM HQ	106	42%	58%
JSOC	6	50%	50%
TSOC	64	31%	69%
Deployed SOF Unit	51	35%	65%
Other	55	31%	69%

Note. SOF organizations are not significantly different from one another. "Other" = SOF leaders who indicated 'other' on the survey when asked their current assignment.

Appendix C, Table 2. Adequate Resource Availability for Language Proficiency by USASOC Subgroups

Group	*n*	Yes	No
CA/PSYOP HQ	1	0%	100%
USAJFKSWCS Staff	39	51%	49%
USASOC HQ	18	39%	61%
SF Command HQ	8	50%	50%
95th CA Bde	65	32%	68%
4th MISG	101	55%	45%
160th SOAR	4	25%	75%
75th Ranger Regiment	2	0%	100%
1st SFG	43	51%	49%
3rd SFG	48	40%	60%
5th SFG	73	52%	48%
7th SFG	33	64%	36%
10th SFG	41	49%	51%
19th SFG	9	11%	89%
20th SFG	11	18%	82%
Other	7	71%	29%

Note. SOF organizations are not significantly different from one another. "Other" = SOF leaders who indicated 'other' on the survey when asked their current assignment.

APPENDIX D: COMMENT CODE THEMES, DEFINITIONS, AND EXAMPLES

SOF leaders were given the opportunity to provide comments in response to the following prompt:

- *What other resources would you like to have that are not currently available at your unit?*

All comments were content analyzed and common themes extracted. The resulting themes are provided below, with a definition of each theme and verbatim exemplar comments that illustrate the theme. For more information about this study's content analysis process, please refer to the LCNA *Methodology Report* (Technical Report # 2010011002).

Note: Exemplar comments are presented verbatim and are uncorrected for spelling and other mistakes.

Time as a Resource
- More language training and time
  - Definition: Respondents report needing more time for language training opportunities without specifying which type of language training.
    - *"Time."*
    - *"More time."*
    - *"More training time."*
    - *"More time to plan language training."*
    - *"More time devoted to language training."*
    - *"Time set aside to conduct the language training."*
- More culture training
  - Definition: Respondents report needing more time for culture training opportunities.
    - *"More time devoted to cultural training."*
    - *"Time set aside to conduct the cultural training."*
- More immersion (e.g., Live Environment Training [LET], or ISO-immersion)
  - Definition: Respondents report needing more immersion training or time for immersion training.
    - *"More Immersion."*
    - *"Time for refresher immersion."*
    - *"Immersion training."*
    - *"Travel and immersion."*
- More dwell time
  - Definition: Respondents report needing more dwell time.
    - *"Longer dwell time to allow for more individuals to receive more specific advanced training."*
- More time for refresher or SET
  - Definition: Respondents report needing more time for refresher opportunities.
    - *"More chances to take refresher courses."*

Organizational Support Resources
- Command emphasis

- o Definition: Respondents report needing greater command emphasis on language training.
  - *"Command emphasis on language training."*
  - *"Command emphasis to conduct language training."*
  - *"Requirements and validation."*
- Funding
  - o Definition: Respondents report needing funding for language training or statement contains "money."
    - *"Funding."*
    - *"Money."*
    - *"Make more funds available for LET."*
- Personnel
  - o Definition: Respondents report needing more personnel.
    - *"Support personnel."*
    - *"Slots."*
    - *"Coupled with personnel shortages we are forced to balance more tasks then training time and resources."*
- CLPM
  - o Definition: This code applies when there are comments about needing a language program manager.
    - *"Hire a full time language program manager."*
    - *"Dedicated Language Manager/Trainer."*

Training Resources
- Better quality language training
  - o Definition: To be used when describing the need for better access to activities related to language training (e.g., courses, languages, access to services) or overall improvement of training quality.
    - *"Better outside traditional AOR language training."*
    - *"Access to instructors and training courses."*
    - *"Trips to places they use the language and use the customs and culture...every day."*
    - *"Language training needs to part of everyday SF culture starting with better immersion training."*
- Off-site training opportunities
  - o Definition: To be used when comments reference Defense Language Institute (DLI) instruction or explicitly state the need for off-site instruction.
    - *"Ability to send operators to DLI, college-level language courses."*
    - *"More chances to go to DLI and to take refresher courses (See code 2)."*
    - *"DLI level schooling."*
- On-site training
  - o Definition: To be used when comments refer to training onsite at the unit.
    - *"An onsite language lab."*
    - *"Availability of in house courses.*
    - *"On post course offerings open to military and intel civilians (non-duty hours)."*

- Online training
  - Definition: To be used when comments refer to online training.
    - *"Online training opportunities."*
    - *"Language lab that we can use at home to conduct internet based language training."*
    - *"Access for all services to enrol in online training."*
- Higher IAT standards
  - Definition: Respondents report needing a higher standard for IAT.
    - *"Most SF attain 0+ 0+ and arrive at unit. Language training at the school house needs to be improved and or lengthened."*
    - *"Soldiers need a high base first."*

Other Resources
- Electronic resources/digital resources
  - Definition: Respondents report needing electronic/digital devices for language training.
    - *"Extra laptops for self-study -Additional classrooms with software and internet access for guided and self-study."*
- Instruction facility/language lab
  - Definition: Respondents report needing language labs and language training facilities.
    - *"Off-site instruction facility."*
    - *"Company language lab.*
    - *"Language Lab within, or within walking distance of, the SF Group compound."*
- Instructors
  - Definition: Respondents report needing instructors or needing more instructors.
    - *"Language instructors."*
    - *"More language instructors."*
- Computer programs
  - Definition: Respondents report needing language aids, such as Rosetta Stone, RapidRote, and other aids.
    - *"CD copies of rosetta stone."*
    - *"Rosetta Stone online for everyone."*
    - *"It would be nice if there were resources such as Q-Cards, rapid-rote lists, and Scola articles."*
- Interpreters
  - Definition: Respondents report needing interpreters.
    - *"Interpreter."*
    - *"Assign interpreters to an ODA for use as necessary or when time permits to advance language skills."*
- Native speakers
  - Definition: Respondents report needing native speakers/role playerS/linguists in language training.
    - *"Actual, living native linguists"*
    - *"We need more native linguists."*

- Internet access
  - o Definition: Respondents report needing Internet access.
    - ▪ *"More internet access at the work place, explicitly not langauge lab specific though."*
    - ▪ *"Extra laptops for self-study -Additional classrooms with software and internet access for guided and self-study."*

Other General Comments
- General comments
  - o Definition: To be used when comments cannot be grouped under any of the previously mentioned codes.
    - ▪ *"CAT Level 1 Terps from the designated AOR assigned to each group along with one or two level 4/5 09L's for in house and predeployment training."*
    - ▪ *"9Ls."*
    - ▪ *"I would first like to comment on the previous question. Our Group has a language lab that is completely flexible and completely willing to bend its schedule to accomodate your needs. The problem is that individual Soldiers do not have the opportunity to establish a battle rythm."*

Non-relevant Comments
- Not Applicable
  - o Definition: To be used when comments specifically say N/A or when a comment says they are unable to comment on the resources.
    - ▪ *"N/A"*
    - ▪ *"I don't know if there are any resources available at my unit because we are a major HQ unit and do not deploy to the operator level."*
    - ▪ *"I'm currently in ILE, this is NA for me."*

APPENDIX E: RESOURCE NEED FREQUENCY TABLES

Appendix E, Table 1. Resource Needs by SOF Organization

	USSOCOM HQ	AFSOC	USASOC	WARCOM	MARSOC	JSOC	TSOC	Deployed SO Unit or Element	Other
More language training time	20	0	105	1	3	1	12	15	9
More culture training	0	0	4	0	0	0	1	0	1
More immersion	7	0	35	0	0	1	4	3	5
More dwell time	1	0	6	0	0	0	0	1	0
More time for refresher or SET	1	0	4	0	0	0	0	1	3
Electronic resources/digital resources	1	0	10	1	1	0	0	2	1
Instruction facility/language lab	6	0	22	0	1	1	4	1	2
Instructors	6	1	25	0	6	2	2	3	3
Computer programs	0	1	7	1	1	0	5	1	3
Interpreters	0	0	3	0	0	0	0	0	0
Native speakers	3	0	9	0	0	1	0	1	0
Higher IAT standard	0	0	5	0	0	0	0	2	0
Command emphasis	2	0	16	0	0	0	3	3	2
Funding	2	0	26	0	0	3	5	0	6
Personnel	1	1	5	0	0	0	0	1	0
CLPM	0	0	1	0	0	0	1	0	0
Better quality language training	2	1	23	1	3	1	0	1	3
Off-site training opportunities	1	0	7	0	0	0	1	2	0
On-site training	2	0	2	0	0	0	0	0	0
Online training	1	0	4	1	0	0	3	1	1
Internet access	0	0	0	0	2	0	0	0	0
General comments	3	0	17	1	1	0	0	0	1
Not applicable	1	1	3	0	0	0	2	0	2
Total Responses	**60**	**5**	**339**	**6**	**18**	**10**	**43**	**38**	**42**

Note. Shaded values indicate the most frequent suggestions for each SOF organization.

Appendix E, Table 2. Resource Needs by Army SOF Type

	SF	MISG	CA
More language training time	63	13	14
More culture Training	2	1	0
More immersion	24	5	3
More dwell time	5	0	1
More time for refresher or SET	2	1	0
Electronic resources/digital resources	4	4	0
Instruction facility/language lab	6	4	9
Instructors	13	6	3
Computer programs	5	0	0
Interpreters	2	0	0
Native speakers	5	1	3
Higher IAT standard	2	1	0
Command emphasis	9	2	2
Funding	16	4	3
Personnel	3	0	0
CLPM	0	0	0
Better quality language training	13	6	2
Off-site training opportunities	4	1	1
On-site training	1	0	0
Online training	3	0	0
Internet access	0	0	0
General comments	9	4	1
Not applicable	2	0	1
Total Responses	**193**	**53**	**43**

Note. Shaded values indicate the most frequent suggestions for each Army SOF type subgroup.

Appendix E, Table 3. Resource Needs within USASOC (continued on next page)

	USASOC HQ	USAJFKSWCS	*CA/MISG HQ	4th MISG	95th CA Bde	75th Ranger Regiment	160th SOAR
More language training time	3	5	1	13	14	1	1
More culture Training	0	1	0	1	0	0	0
More immersion	1	1	0	5	3	0	0
More dwell time	0	0	0	0	1	0	0
More time for refresher or SET	0	0	0	1	0	0	0
Electronic resources/digital resources	1	1	0	4	0	0	0
Instruction facility/language lab	0	1	0	4	9	1	0
Instructors	1	1	0	6	3	0	0
Computer programs	1	1	0	0	0	0	0
Interpreters	1	0	0	0	0	0	0
Native speakers	0	0	0	1	3	0	0
Higher IAT standard	0	2	0	1	0	0	0
Command emphasis	0	3	0	2	2	0	0
Funding	1	2	0	4	3	0	0
Personnel	0	0	0	0	0	0	1
CLPM	0	0	0	0	0	1	0
Better quality language training	0	1	0	6	2	0	0
Off-site training opportunities	0	1	0	1	1	0	0
On-site training	0	0	0	0	0	1	0
Online training	0	1	0	0	0	0	0
Internet access	0	0	0	0	0	0	0
General comments	2	1	0	4	1	0	0
Not applicable	0	0	0	0	1	0	0
Total Responses	**11**	**24**	**1**	**53**	**43**	**4**	**2**

Note. Asterisks (*) mark USASOC organization that provided one comment. Shaded values indicate the most frequent suggestions for each USASOC organization.

Appendix E, Table 3. Resource Needs within USASOC (continued)

	SF Command HQ	1st SFG	3rd SFG	5th SFG	7th SFG	10th SFG	19th SFG	20th SFG	Other
More language training time	1	10	13	19	5	10	2	3	1
More culture Training	0	0	2	0	0	0	0	0	0
More immersion	0	6	5	5	2	4	1	1	0
More dwell time	0	2	2	1	0	0	0	0	0
More time for refresher or SET	0	0	1	1	0	0	0	0	1
Electronic resources/digital resources	0	0	0	1	3	0	0	0	0
Instruction facility/language lab	0	0	2	1	0	2	1	0	0
Instructors	0	1	2	5	1	3	0	1	1
Computer programs	0	1	1	0	1	2	0	0	0
Interpreters	0	0	1	0	0	1	0	0	0
Native speakers	1	0	1	2	0	1	0	0	0
Higher IAT standard	0	0	2	0	0	0	0	0	0
Command emphasis	0	2	0	4	2	1	0	0	0
Funding	1	4	1	2	1	0	2	5	0
Personnel	0	1	1	1	0	0	0	0	1
CLPM	0	0	0	0	0	0	0	0	0
Better quality language training	0	3	3	2	1	2	1	1	0
Off-site training opportunities	0	0	2	2	0	0	0	0	0
On-site training	0	0	0	0	0	1	0	0	0
Online training	0	1	0	0	1	0	0	1	0
Internet access	0	0	0	0	0	0	0	0	0
General comments	1	0	0	4	2	0	2	0	0
Not applicable	0	0	0	1	0	1	0	0	0
Total Responses	**4**	**31**	**39**	**51**	**19**	**28**	**9**	**12**	**4**

Note. Shaded values indicate the most frequent suggestions for each USASOC organization.